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2020

### Freshman English Composition

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*CUNY City College*

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# **ENGLISH 110**

## **Freshman Composition**

**Tuesday & Thursday 9:30am-10:45am**

**Instructor Kay Bell**

**Email: [kaycity19@gmail.com](mailto:kaycity19@gmail.com)**

**Office Location: 6/333c**

**Office Hours: Thursday 8am-9am  
(by appointment only)**

**In my view, a writer is a writer because even when there is no hope, even when nothing you do shows any sign of promise, you keep writing anyway**

**-Junot Diaz**



## **Course Overview**

**First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students' writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.**

## Course Objectives:

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations
- Develop strategies for reading, drafting, collaborating, revising, and editing
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations
- Engage in the collaborative and social aspects of writing processes
- Understand and use print and digital technologies to address a range of audiences
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation
- Practice systematic application of citation conventions

## Texts & Reading Materials

This is a Zero Textbook Cost course. The assigned readings are provided as links on syllabus which is available on Blackboard and Instructor's CUNY Commons Site: <https://kaybell00.common.gc.cuny.edu/>

## Attendance

Students are expected to attend every class session of this course and to be on time. If you miss three classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss five classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

\*\*\*Blackboard will be used extensively throughout the semester. Make sure all assignments whether done in class or at-home is uploaded to Blackboard to receive full credit for the assignment. \*\*\*

**FILL  
YOUR PAPER  
WITH THE  
BREATHINGS  
OF YOUR  
HEART**

William Wordsworth

**NOTE: ALL  
ASSIGNMENTS  
SHOULD  
ADHERE TO  
THE  
FOLLOWING  
GUIDELINES:**

Double-spaced

12pt. Font

Times New Roman

1 inch margins

Paginated with last name  
and page number in right  
top margin of every page

Include proper MLA  
citations

Capitalized title

Heading with your name,  
date of assignment and  
name of assignment.

Upload All Assignments  
to Blackboard as an  
attached Word  
Document

Plagiarism is prohibited at CCNY.  
The university's policy can be read  
here:

<https://www.ccnycuny.edu/academicaffairs/integrity-policies>



## **Grading:**

**Essays/Rhetorical  
Analysis 25%**

**Portfolio 25%**

**Participation  
(including Attendance  
& Blackboard posts)  
25%**

**Quizzes 25%**

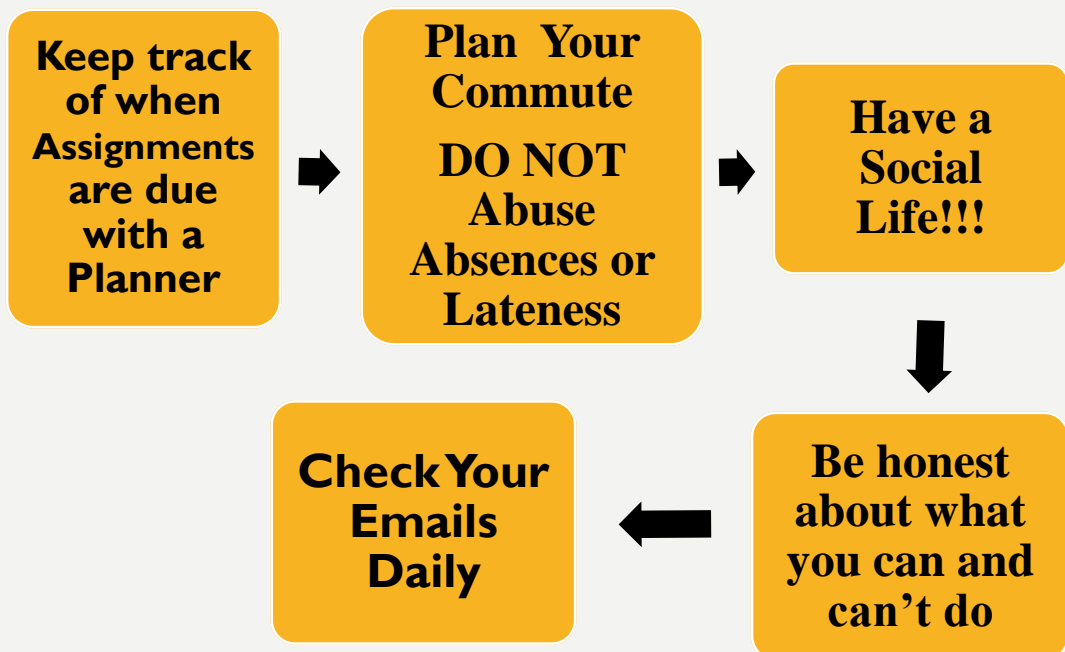
**\*\*\*Additional Course and College Policies Can  
Be Found at Instructor's CUNY Commons Site**

## How to be Successful in this Course

**Freshman students tend to have difficulty with Time Management. This includes:**

- \* Completing assignments on time**
- \* Setting aside time to study**
- \* Commuting to school on time &**
- \* Juggling work and/or other responsibilities**

## MAP IT OUT!!!!



# Build Our Community

Community building is an important component for this course. To ensure a productive and interconnected learning experience for all students, everyone is required to:

*Actively participate* The course experience is more enriching when it includes a greater number of diverse voices and perspectives.

*Read and respond to Blackboard discussion threads* Research shows that learning is enhanced when online discussion participants read each other's posts, provide meaningful feedback, offer encouragement, and share relevant resources.

*Demonstrate respect for differences.* We all come to the table with different experiences and viewpoints. In order to get the most out of this learning opportunity, show respect for differences by seeking to understand, asking questions, clarifying understanding, and/or respectfully explaining your own perspective.

*Be timely.* Being timely for class and online discussions is especially important for grading matters but also it shows integrity and responsibility.

*Use an appropriate tone and language.* In class and online environments should be conducted without vulgar language. If you won't say it in front of your grandmother, don't say it in a Blackboard discussion forum or in class.

**A community is like a ship;  
everyone ought to be prepared  
to take the helm.**

—Henrik Ibsen



# Course Schedule

Week 1	<ul style="list-style-type: none"><li>• Course overview: syllabus and assignments</li><li>• Introduction to Rhetorical Terms</li><li>• Rhetorical Analysis of Commencement Address by First Lady Michelle Obama</li></ul>
Week 2	<ul style="list-style-type: none"><li>• Brainstorming a Topic</li><li>• Reading: Navigating Genres</li><li>• Rhetorical Analysis of Commencement Address by First Lady Michelle Obama Due Sunday, 2/9/20 12pm Noon</li></ul>
Week 3	<ul style="list-style-type: none"><li>• Introduction to Source-Based Essay</li><li>• MLA Citation Workshop</li><li>• Peer Review Workshop: Source Based Essay</li><li>• Source Based Essay Due Sunday 2/16/20 12pm Noon</li></ul>
Week 4	<ul style="list-style-type: none"><li>• Reading: I Was a Low-Income College Student</li><li>• Reading: Reflective Writing and the Revision Process: What Were You Thinking</li><li>• Introduction to An Inquiry-Based Research Essay</li></ul>
Week 5	<ul style="list-style-type: none"><li>• Discussion of Genres</li><li>• Discuss: What Makes a Good Research Question?</li><li>• Inquiry Based Essay Reflection #1 Research Topic</li></ul>
Week 6	<b>MID-SEMESTER CONFERENCES</b>
Week 7	<ul style="list-style-type: none"><li>• Vocabulary Jeopardy</li><li>• Discussion of Genre and Design</li></ul>
Week 8	<ul style="list-style-type: none"><li>• Inquiry Based Essay Reflection #2: Research Proposal</li><li>• Portfolio Workshop #1</li><li>• Inquiry Based Essay Reflection #3: Report on Research in Progress</li></ul>

# Course Schedule (cont.)

Week 9	<ul style="list-style-type: none"> <li>• Portfolio Workshop #2</li> <li>• Reading: Annie Dillard the Writing Life</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>•Peer Review Workshop: Inquiry Based Essay</li> <li>•Inquiry-Based Essay Due Sunday, 4/5/20 12pm Noon</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>•Introduction of Composition in Two Genres</li> <li>•Rhetorical Analysis of: Do What You Love</li> <li>Composition in Two Genres Refection #1</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>•Peer Review of Rhetorical Analysis for <i>Do What You Love</i></li> <li>•Rhetorical Analysis for “Do What You Love” by Sunday, April 19, 2020 12pm Noon</li> </ul>
Week 13	<b>FINAL SEMESTER CONFERENCES</b> Composition in Two Genres Refection #2 Composition in Two Genres Refection #3
Week 14	<ul style="list-style-type: none"> <li>•Introduction to Theory of Writing</li> <li>•Reading: Didion’s &amp; Orwell’s <i>Why I Write</i></li> </ul>
Week 15	<ul style="list-style-type: none"> <li>•Peer Review of Theory of Writing</li> <li>•Theory of Writing Due Sunday, May 10, 2020 12pm Noon</li> <li>•Reading: Cheryl Strayed’s Write Like a MotherFucker</li> <li>•Compositions in Two Genres Due Sunday 5pm, May 17, 2020</li> </ul>
Week 16	<ul style="list-style-type: none"> <li>•Presentations of Composition in Two Genres Project</li> <li>•Portfolio &amp; Theory of Writing Due Friday, 5pm, May 22, 2020</li> </ul>

**Important No Class Dates:**

**Classes follow Wednesday Schedule**

**April 7, 2020**

**Spring Break**

**April 8, 2020 – April 16, 2020 NO CLASSES**